

5-E Model Lesson – October 26, 2009**Objectives:****Content**

SW identify, name, and write out domain and range for a line graph, points, lines, segments, and rays.

SW apply basic facts about points, lines, and planes for domain and range.

TEKS: A.5b A.2c TAKS: 1, 2

Language

SW interpret situation in terms of given graphs or create situations that fit given graphs.

SW write the definitions of line, segment, and ray; describe the difference between a line, segment, and ray.

Vocabulary:**Content Specific**

Point, line, segment, domain, range, inequalities, y-values, and x-values.

Related

Endpoints, graphs, situation graphs, linear graphs, ordered pairs

Note: Vocabulary will be taught/reviewed directly (SW make index cards for the content specific terms).

Materials:

Foldables, Domain and Range from a graph WS, Domain and Range of an Equation WS, Domain and Range ppt 2 from D2SC,

Activities:**Warm-Up**

SW complete TAKS review questions 2 problem. SW address any question regarding homework and turn in for a grade.

ENGAGE

TW giving student a blank graph and asking student s to come up with a line graph of their own situation using distance vs. time

SW be asked to give examples of other situations and then be asked to label the points in which your graph starts and ends by giving ordered pairs. Ask students to discuss what is the graph's highest point and what is the graph's lowest points.

SW connect situation graphs to Domain and Range of a graph

EXPLORE

N/A

EXPLAIN

TW show Power point for D2SC over domain and range.

SW take notes and actively follow along with power point as practice question come up for understanding.

ELABORATE

SW complete work sheet with problems over domain and range from a graph using inequalities and functions.

SW use a foldable to create their own 2 graphs and give for each the domain and range using a segment on a graph and a ray.

EVALUATE

SW have homework over the Re teach for Domain and Range and Multi-step Equations.

Special education accommodations and modifications as prescribed for qualifying students.

WICR Strategies are used throughout the lesson.

5-E Model Lesson – October 27, 2009**Objectives:****Content**

SW identify, name, and write out domain and range for a line graph, points, lines, segments, and rays.

SW apply basic facts about points, lines, and planes for domain and range.

TEKS: A.5b A.2c TAKS: 1, 2

Language

SW interpret situation in terms of given graphs or create situations that fit given graphs.

SW write the definitions of line, segment, and ray; describe the difference between a line, segment, and ray.

Vocabulary:**Content Specific**

Point, line, segment, domain, range, inequalities, y-values, and x-values.

Related

Endpoints, graphs, situation graphs, linear graphs, ordered pairs

Note: Vocabulary will be taught/reviewed directly (SW make index cards for the content specific terms.

Materials:

Laptop computer; TEKS check 2 online,

Activities:**Warm-Up**

SW complete TAKS review questions 2 problem. TW address any question regarding homework and turn in for a grade.

ENGAGE

N/A

EXPLORE

N/A

EXPLAIN

N/A

ELABORATE

N/A

EVALUATE

SW complete TEKS check 2 online. TW evaluate homework over Domain and Range.

Special education accommodations and modifications as prescribed for qualifying students.

WICR Strategies are used throughout the lesson.

5-E Model Lesson – October 28, 2009**Objectives:****Content**

SW understand that a function represents a dependence of one quantity on another and can be described in a variety of ways.

TEKS: A.1A TAKS: 9-11 B

Language

SW use the words independent and dependent in context to explain a dependency relationship

Vocabulary:**Content Specific**

Independent and Dependent

Related

domain, range, y-values, and x-values.

Note: Vocabulary will be taught/reviewed directly (SW make index cards for the content specific terms.)

Materials:

What comes first? Ppt, Depends on Activity WS, Depends on Activity Pictures WS, scissors, glue sticks, dry erase markers and whiteboards.

Activities:**Warm-Up**

SW complete TAKS review questions 2 problem. SW address any question regarding homework and turn in for a grade.

ENGAGE

Whole Group Activity: View and discuss the **WHAT COMES FIRST?** Power point.

SW respond to questions on the power point using individual white boards

EXPLORE

N/A

EXPLAIN

TW model the set up of how a “depends on” sentence should look.

EX. Dependent depends on Independent

SW take notes and actively follow along with power point as practice question come up for understanding.

ELABORATE

SW work in pairs to complete the Independent/ Dependent activity. Students need to explain to the whole group their “depends on” sentences.

SW migrate from an “If then statement to a “Depends on “sentence in the focus of the assignment

SW vocally call out “If, then” phrases and correspond to “depends on” phrases.

EVALUATE

SW create 5 Depends on Sentences and place them in their Daily journals.

SW complete **INDEPENDENT/ DEPENDENT sentences** WS for homework.

Special education accommodations and modifications as prescribed for qualifying students.

WICR Strategies are used throughout the lesson.

5-E Model Lesson – October 29, 2009**Objectives:****Content**

SW describe functional relationships for given problem situations and write equations or inequalities to answer question arising from the situations

SW represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations and inequalities.

TEKS: A.1c, d, A.5c TAKS: 1, 2

Language

SW interpret situation in terms of given graphs or create situations that fit given graphs.

SW write the definitions of line, segment, and ray; describe the difference between a line, segment, and ray.

Vocabulary:**Content Specific**

Rate, depends on, independent, and dependent change of x and change of y.

Relate**Materials:**

Slam dunk package includes warm-up, Independent/dependent sentences. Tomato Vines, Foldable

Activities:**Warm-Up**

SW complete TAKS review questions 2 problem. SW address any question regarding homework and turn in for a grade.

ENGAGE

N/A

EXPLORE

SW be given a depends on sentence then asked to find the value of the dependent and independent

SW attempt to set up the 3 column process chart as a way to discover what may be next in the lesson and how it will connect.

EXPLAIN

TW take independent relationship from previous unit and develop the concept of rate.

TW show students what the 3 column process chart is how it works and how to set it up in-order to find the rate.

SW take notes and actively follow along with power point as practice questions come up for understanding.

SW use fold paper into 3 sections and then student will label what goes into each column and how the process works to find the rate.

EX: 1st column X-value, Independent, Domain

x-value, Independent, domain	Rate of change, y/x , dependent/ independent	y-values, Dependent, Range
1	$\frac{\quad}{\quad} (\quad)$	2

ELABORATE

SW work in pairs to complete Slam dunk Activity. This activity takes a verbal description of an independent relationship and use fading to write a depends on sentence. They will identify dependent and independent components as well as write the rate. Lastly they will complete a 3- column process chart, plot the points and graph a line to answer an extension question.

EVALUATE SW to bring Newspapers for a in-class project the next day. Students must bring ads that relate to independent and dependent in order to create a 3- column process chart and find a rate.

Complete Homework **Tomato Vines** over 3- column process chart and rate.

Special education accommodations and modifications as prescribed for qualifying students.

WICR Strategies are used throughout the lesson.

5-E Model Lesson – October 30, 2009**Objectives:****Content**

SW use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions

SW represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations and inequalities.

TEKS: A.1c, d, A.5c TAKS: 1, 2

Language

Describe independent and dependent quantities in functional relationships, including linear.

Vocabulary:**Content Specific**

Rate, depends on, independent, and dependent change of x and change of y.

Relate

Ordered pairs, x-axis, y-axis, positive and negative scattered plots, constant rate

Materials:

Newspaper Ads, construction paper, scissors, post-it paper, crayons, map pencils, markers, and glue sticks, rulers and TI-84 calculators. Rubric with clear expectations, Group Presentation Document

Activities: Group Project**Warm-Up**

SW complete 3- column process chart , plot point , find slope and graph lines.

ENGAGE

N/A

EXPLORE

SW search through newspaper ads and correlate independent/ dependent sentences to 3- column process chart, graph the point on a graph and find the rate of any real world situation they used.

SW identify the dependent/ independent relationship in a given real world situation and write the relationship as a rate.

SW use the rate to make predictions.

EXPLAIN

TW walk students through the explanation of the project so project is successful

TW go over rubric for expectation over presentation grade and provide student with a check list they can follow for them selves

TW show students what the 3 column process chart is how it works and how to set it up in-order to find the rate.

ELABORATE

Group Project: SW present the group project to the whole class. Each member in the group will present a different part of the presentation: 1 through 4 as listed in the Group Presentation Document.

SW work in groups of 4 and create a poster to present to class

Evaluate

SW presents their poster to c lass and explains what ad they choose to use.

SW demonstrate understanding for rate graphing a line and setting up a table

Sp. Ed. Accommodations and modifications as prescribed for qualifying students.

WICR Strategies are used throughout the lesson.